



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

5048 E. Oak St, Phoenix, AZ 85008

Balsz Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Ralph A. Schneider
Schedule : 07:15 AM to 04:00 PM
Grades : Pre-K-8
Web Address :
Phone Number : (602) 629-6800
Fax Number : (602) 629-6804
E-mail : rschneider@balsz.k12.az.us

Mission

The mission of Orangedale Elementary is to provide a creative, challenging, motivating and caring environment where all students can acquire skills and knowledge for lifelong learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implement a schoolwide process to raise math, reading and writing achievement for all students K-8.
- ü Provide high quality professional development to support instruction.
- ü Engage students in the learning process through technology in the classroom.
- ü Promote character development through programs that foster leadership and citizenship.

Enrollment

October 1, 2005 School Year Student Enrollment : 788
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 27

Instructional Programs

- Ü On-site Special Education
- Ü Full-day Kindergarten
- Ü ESL
- Ü Gifted
- Ü Computers
- Ü Art
- Ü P.E.
- Ü Music/Band

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/1/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The school will provide a safe, nurturing learning environment; ensuring classes will be exempt from disruptive behavior; providing a positive learning environment which challenges each student to achieve full potential.

Parents

Parental responsibilities include keeping the lines of communication between teacher and school open; supporting the value of education with their children; attending conferences; making sure attendance is timely and regular; being involved in the PTO.

Transportation Policy

We provide transportation for students with disabilities. Students in Kindergarten through third grade who live more than one-half mile and students in grades four through eight who live more than one mile from school are transported.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Milken Award Winner	2000
Ü Rodel Exemplary Teacher Award Winner	2005
Ü Block Watch Grant - Wake-Up Club	2004
Ü Neighborhood Fight Back Grant	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	67	385	80010	99	98	99	439	430	447	13	16	10	28	26	18	39	48	53	19	10	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	34	205	38935	97	99	99	429	427	447	18	16	9	29	30	19	38	45	55	15	8	17
Male	33	180	40974	100	98	98	449	433	448	9	16	11	27	22	18	39	51	52	24	11	19
African American	NC	59	4201	NC	100	99	NC	419	430	NC	24	17	NC	29	23	NC	41	51	NC	7	9
Hispanic	41	275	34545	100	98	99	430	430	432	15	15	14	34	26	24	34	49	53	17	9	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	17	3979	NC	94	96	NC	432	424	NC	24	17	NC	24	30	NC	41	47	NC	12	6
White	11	29	35142	100	94	99	478	448	465	NA	7	5	9	28	11	55	48	56	36	17	28
Students with Disabilities	NC	32	10161	NC	86	93	NC	400	419	NC	44	28	NC	28	28	NC	22	36	NC	6	8
Students without Disabilities	64	353	69849	98	100	100	442	432	451	11	14	7	28	26	17	41	50	56	20	10	19
Limited English Proficient Students	12	167	14013	100	97	97	393	409	413	25	25	24	67	38	34	8	35	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	67	378	39029	99	97	98	439	431	432	13	15	14	28	27	25	39	48	52	19	10	9
Non-Economically Disadvantaged	--	NC	40981	--	NC	100	--	NC	462	--	NC	6	--	NC	13	--	NC	54	--	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	385	79438	97	98	98	445	429	451	6	19	9	30	31	24	58	46	56	6	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	204	38775	94	99	99	442	429	457	3	19	7	39	33	22	52	44	58	6	4	13
Male	33	181	40560	100	98	97	447	428	446	9	20	12	21	29	25	64	48	54	6	3	9
African American	NC	59	4178	NC	100	98	NC	418	439	NC	29	13	NC	31	29	NC	36	52	NC	5	6
Hispanic	40	275	34297	98	98	98	439	428	434	8	19	14	33	32	31	60	46	50	NA	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	17	3940	NC	94	95	NC	428	429	NC	18	14	NC	29	36	NC	53	47	NC	NA	3
White	11	29	34887	100	94	98	483	456	471	NA	7	4	NA	21	15	73	59	63	27	14	18
Students with Disabilities	NC	31	9588	NC	84	88	NC	397	416	NC	45	30	NC	35	32	NC	16	34	NC	3	5
Students without Disabilities	64	354	69850	98	100	100	447	431	456	5	17	7	30	31	23	59	49	59	6	4	12
Limited English Proficient Students	12	167	13856	100	97	96	404	401	407	17	35	27	58	41	43	25	25	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	66	378	38685	97	97	97	445	429	435	6	19	14	30	31	32	58	46	50	6	4	5
Non-Economically Disadvantaged	--	NC	40753	--	NC	99	--	NC	467	--	NC	5	--	NC	16	--	NC	62	--	NC	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	66	387	79971	97	99	99	440	405	423	3	12	8	38	42	41	56	45	49	3	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	205	38974	94	99	99	449	413	437	NA	11	5	36	36	33	61	52	57	3	1	4
Male	33	182	40895	100	99	98	431	396	410	6	14	10	39	48	47	52	38	41	3	1	2
African American	NC	59	4203	NC	100	99	NC	392	411	NC	24	11	NC	27	45	NC	46	43	NC	3	2
Hispanic	40	277	34481	98	99	99	435	405	410	3	10	10	48	45	46	48	44	43	3	0	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	17	3995	NC	94	96	NC	418	409	NC	12	10	NC	47	47	NC	41	42	NC	NA	1
White	11	29	35150	100	94	99	464	426	437	NA	7	5	9	38	35	82	52	56	9	3	5
Students with Disabilities	NC	33	10258	NC	89	94	NC	352	377	NC	33	23	NC	42	51	NC	21	25	NC	3	1
Students without Disabilities	64	354	69713	98	100	100	446	410	429	NA	10	5	39	42	39	58	47	52	3	1	3
Limited English Proficient Students	12	170	13985	100	99	97	400	376	382	NA	19	18	92	51	54	8	30	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	66	380	38994	97	97	98	440	407	409	3	12	10	38	41	47	56	46	41	3	1	1
Non-Economically Disadvantaged	--	NC	40977	--	NC	100	--	NC	437	--	NC	5	--	NC	34	--	NC	56	--	NC	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	393	80147	100	100	99	481	470	482	10	16	11	13	17	17	53	49	49	24	18	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	43	203	39281	100	100	99	484	473	483	7	13	9	12	19	17	56	48	50	26	20	24
Male	35	189	40780	97	98	98	478	467	482	14	20	12	14	15	17	49	50	48	23	15	24
African American	NC	44	4249	NC	98	99	NC	436	464	NC	43	17	NC	14	22	NC	30	48	NC	14	13
Hispanic	51	286	33494	100	100	99	478	470	466	12	14	15	10	17	23	61	55	49	18	14	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	12	24	4117	100	100	96	489	486	456	8	13	19	25	21	27	25	29	46	42	38	8
White	NC	31	36122	NC	94	99	NC	497	501	NC	6	5	NC	16	10	NC	42	50	NC	35	35
Students with Disabilities	NC	38	10295	NC	97	92	NC	438	443	NC	26	33	NC	42	26	NC	26	33	NC	5	8
Students without Disabilities	71	355	69852	100	100	100	485	473	488	7	15	7	13	14	16	55	52	51	25	19	26
Limited English Proficient Students	20	148	12722	100	100	97	440	434	441	30	33	27	25	30	33	45	34	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	77	388	38371	97	99	97	483	470	465	9	16	15	13	17	23	53	49	49	25	18	13
Non-Economically Disadvantaged	NC	NC	41776	NC	NC	100	NC	NC	498	NC	NC	6	NC	NC	11	NC	NC	49	NC	NC	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	388	79686	97	99	98	466	454	470	5	14	11	30	32	24	60	49	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	201	39163	98	100	99	472	460	475	2	10	9	26	34	22	64	50	60	7	6	10
Male	34	186	40438	94	97	97	457	448	465	9	18	13	35	31	25	53	48	54	3	2	7
African American	NC	44	4228	NC	98	98	NC	431	458	NC	39	15	NC	18	28	NC	41	53	NC	2	4
Hispanic	49	281	33299	98	99	98	463	453	452	4	12	17	33	37	32	61	49	47	2	3	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	12	24	4087	100	100	96	464	468	446	8	4	16	33	33	38	42	54	44	17	8	2
White	NC	31	35914	NC	94	98	NC	482	489	NC	6	5	NC	10	15	NC	68	67	NC	16	14
Students with Disabilities	NC	34	9808	NC	87	87	NC	433	432	NC	21	35	NC	44	32	NC	35	30	NC	NA	3
Students without Disabilities	71	354	69878	100	100	100	467	456	475	4	13	8	30	31	23	61	51	61	6	5	9
Limited English Proficient Students	18	144	12594	95	98	96	424	419	422	17	29	34	61	51	45	22	19	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	75	383	38095	95	97	97	466	454	452	4	13	17	31	33	32	60	50	48	5	4	3
Non-Economically Disadvantaged	NC	NC	41591	NC	NC	99	NC	NC	486	NC	NC	6	NC	NC	16	NC	NC	65	NC	NC	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	392	80372	100	100	99	473	460	475	4	6	4	27	37	30	70	57	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	202	39452	98	100	99	487	474	488	NA	3	3	17	27	22	83	69	72	NA	0	3
Male	36	189	40836	100	98	98	456	444	464	8	9	6	39	48	37	53	43	56	NA	1	1
African American	NC	44	4264	NC	98	99	NC	418	465	NC	23	5	NC	34	35	NC	43	59	NC	NA	1
Hispanic	50	286	33608	100	100	99	470	463	462	6	5	6	22	37	36	72	58	57	NA	0	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	12	24	4128	100	100	97	468	465	464	NA	NA	4	50	46	39	50	54	56	NA	NA	1
White	NC	30	36213	NC	91	99	NC	480	489	NC	NA	2	NC	37	22	NC	60	72	NC	3	3
Students with Disabilities	NC	36	10526	NC	92	94	NC	424	427	NC	17	15	NC	53	53	NC	31	31	NC	NA	1
Students without Disabilities	72	356	69846	100	100	100	477	463	482	1	5	3	28	35	26	71	59	69	NA	1	2
Limited English Proficient Students	19	147	12747	100	100	97	436	430	432	11	12	12	53	54	52	37	34	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	77	387	38521	97	98	98	474	460	461	4	5	6	26	37	38	70	57	55	NA	1	1
Non-Economically Disadvantaged	NC	NC	41851	NC	NC	100	NC	NC	489	NC	NC	3	NC	NC	22	NC	NC	72	NC	NC	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	364	79306	100	100	99	485	485	504	22	23	13	19	24	20	56	45	49	3	9	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	174	38845	100	98	99	491	485	505	14	21	11	24	26	20	57	45	50	5	7	18
Male	35	189	40383	100	100	98	478	485	504	31	24	14	14	21	19	54	45	47	NA	10	19
African American	NC	41	4171	NC	100	98	NC	468	485	NC	39	20	NC	17	26	NC	39	44	NC	5	10
Hispanic	44	258	32673	100	99	99	483	484	487	25	22	18	20	26	25	52	43	46	2	8	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	489	479	NC	13	22	NC	17	29	NC	70	43	NC	NA	7
White	13	36	36234	100	100	99	498	505	523	15	11	6	15	19	13	62	50	52	8	19	28
Students with Disabilities	15	53	10286	100	95	91	460	462	462	40	38	41	27	28	27	33	30	27	NA	4	5
Students without Disabilities	57	311	69020	100	100	100	490	488	510	18	20	9	18	23	18	61	48	52	4	9	21
Limited English Proficient Students	NC	108	10291	NC	95	96	NC	454	458	NC	44	38	NC	32	34	NC	21	26	NC	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	71	356	37437	100	98	97	486	485	486	21	23	19	20	23	26	56	46	46	3	9	9
Non-Economically Disadvantaged	NC	NC	41869	NC	NC	100	NC	NC	521	NC	NC	7	NC	NC	14	NC	NC	51	NC	NC	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	360	79000	99	99	98	474	468	489	16	19	10	31	33	24	50	45	58	3	4	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	173	38774	97	97	99	485	473	494	6	17	7	36	30	22	53	49	61	6	4	10
Male	34	186	40150	100	99	98	462	463	485	26	20	12	26	35	25	47	41	55	NA	3	8
African American	NC	41	4153	NC	100	98	NC	458	476	NC	32	13	NC	27	30	NC	39	53	NC	2	4
Hispanic	43	255	32508	100	98	98	470	465	472	19	18	15	30	35	33	49	45	49	2	2	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	471	467	NC	9	14	NC	39	37	NC	52	46	NC	NA	2
White	12	35	36135	92	100	98	492	498	508	8	9	4	33	26	14	50	49	67	8	17	15
Students with Disabilities	13	49	9991	87	88	88	446	443	449	23	27	33	62	57	36	15	14	29	NA	2	2
Students without Disabilities	57	311	69009	100	100	100	479	471	495	14	17	6	25	29	22	58	50	62	4	4	10
Limited English Proficient Students	NC	108	10199	NC	95	95	NC	435	439	NC	42	35	NC	42	47	NC	17	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	69	352	37234	97	96	97	475	468	472	14	19	15	32	33	33	51	45	50	3	4	3
Non-Economically Disadvantaged	NC	NC	41766	NC	NC	99	NC	NC	505	NC	NC	5	NC	NC	16	NC	NC	65	NC	NC	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	367	79611	100	100	99	493	483	496	8	12	7	35	39	37	57	49	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	175	39016	100	98	99	514	496	511	3	9	4	24	32	29	73	59	66	NA	NA	1
Male	35	191	40519	100	100	98	470	471	482	14	15	10	46	45	44	40	40	46	NA	NA	0
African American	NC	40	4188	NC	98	98	NC	448	486	NC	33	9	NC	25	40	NC	43	50	NC	NA	0
Hispanic	44	262	32855	100	100	99	497	485	481	9	9	10	27	43	43	64	48	47	NA	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	494	478	NC	9	10	NC	35	46	NC	57	44	NC	NA	0
White	13	36	36380	100	100	99	486	498	511	8	8	4	46	33	30	46	58	65	NA	NA	1
Students with Disabilities	15	56	10664	100	100	94	443	441	440	20	23	23	53	54	54	27	23	22	NA	NA	1
Students without Disabilities	57	311	68947	100	100	100	504	490	504	5	10	4	30	36	34	65	54	61	NA	NA	1
Limited English Proficient Students	NC	111	10362	NC	97	97	NC	441	438	NC	25	22	NC	54	57	NC	21	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	71	359	37626	100	98	98	495	484	479	7	12	10	35	38	45	58	50	45	NA	NA	0
Non-Economically Disadvantaged	NC	NC	41985	NC	NC	100	NC	NC	511	NC	NC	4	NC	NC	30	NC	NC	65	NC	NC	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	391	79327	96	100	98	510	510	518	22	22	19	22	21	20	44	46	46	12	11	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	185	38961	98	100	98	506	511	520	25	18	16	23	25	20	38	43	48	15	14	16
Male	37	205	40295	95	98	97	515	509	516	19	24	21	22	18	19	51	49	44	8	9	16
African American	11	51	4247	92	100	98	515	481	499	18	45	27	18	20	24	55	27	41	9	8	8
Hispanic	54	288	32327	98	99	98	505	512	499	24	20	27	26	22	25	41	48	41	9	11	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	NC	16	4391	NC	100	96	NC	517	489	NC	13	32	NC	13	27	NC	56	36	NC	19	4
White	10	31	36373	91	97	98	NA	524	538	NA	10	10	NA	23	14	NA	52	52	NA	16	25
Students with Disabilities	13	49	9321	93	94	87	482	470	467	54	51	54	15	18	22	15	24	21	15	6	3
Students without Disabilities	64	342	70006	97	100	100	515	514	524	16	18	14	23	21	19	50	49	49	11	12	18
Limited English Proficient Students	15	111	9431	94	98	95	466	467	466	47	46	53	47	32	27	7	22	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	76	379	37097	95	97	97	512	511	498	21	21	27	22	21	25	45	47	41	12	12	7
Non-Economically Disadvantaged	NC	12	42230	NC	NA	99	NC	453	535	NC	58	11	NC	17	15	NC	25	50	NC	NA	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	394	79501	94	100	98	477	480	497	19	19	10	35	27	25	44	53	60	3	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	184	39062	95	100	99	473	484	502	21	15	8	33	27	23	46	57	64	NA	2	5
Male	36	209	40368	92	100	98	482	476	491	17	22	13	36	26	27	42	50	57	6	2	3
African American	11	51	4279	92	100	99	478	461	485	18	39	14	27	18	30	55	43	54	NA	NA	2
Hispanic	52	290	32389	95	100	98	471	479	478	21	17	16	38	30	34	38	51	48	2	2	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	NC	16	4401	NC	100	96	NC	494	473	NC	6	17	NC	25	40	NC	63	43	NC	6	1
White	10	32	36446	91	100	99	NA	506	516	NA	9	4	NA	16	15	NA	72	73	NA	3	7
Students with Disabilities	11	52	9411	79	100	88	473	446	453	36	46	36	18	25	36	36	27	26	9	2	1
Students without Disabilities	64	342	70090	97	100	100	478	484	502	16	15	7	38	27	24	45	57	65	2	2	5
Limited English Proficient Students	13	109	9401	81	96	94	436	439	443	46	44	40	46	40	46	8	16	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	74	381	37183	93	97	97	478	481	479	18	18	16	35	27	34	45	54	49	3	2	1
Non-Economically Disadvantaged	NC	13	42318	NC	NA	99	NC	450	513	NC	38	5	NC	31	17	NC	31	70	NC	NA	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	397	80000	99	100	99	553	554	564	5	4	3	13	11	11	77	78	75	5	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	183	39288	98	100	99	559	565	579	3	5	2	13	7	6	80	78	77	5	10	16
Male	39	213	40644	100	100	98	546	544	549	8	4	4	13	15	15	74	78	74	5	4	7
African American	11	48	4307	92	98	99	576	521	551	9	15	4	9	17	13	82	60	75	NA	8	7
Hispanic	55	297	32672	100	100	99	541	555	548	5	3	4	16	11	14	76	80	76	2	5	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	NC	15	4424	NC	100	97	NC	575	549	NC	NA	3	NC	NA	14	NC	87	77	NC	13	5
White	11	32	36602	100	100	99	594	583	579	NA	NA	2	NA	NA	7	73	88	75	27	13	16
Students with Disabilities	13	55	9919	93	100	93	522	526	505	8	4	9	38	27	35	38	65	54	15	4	2
Students without Disabilities	66	342	70081	100	100	100	558	558	571	5	4	2	8	8	7	85	80	79	3	7	12
Limited English Proficient Students	16	114	9571	100	100	96	477	497	502	19	13	10	31	25	29	50	61	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	78	386	37534	98	99	98	553	554	547	5	4	4	12	11	15	78	78	76	5	7	5
Non-Economically Disadvantaged	NC	11	42466	NC	NA	100	NC	544	578	NC	NA	2	NC	18	7	NC	82	75	NC	NA	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	338	78546	98	99	97	540	531	543	21	23	15	11	17	18	59	51	52	9	9	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	163	38645	98	98	98	540	531	545	17	21	13	14	19	18	62	52	54	7	8	15
Male	48	174	39792	98	98	97	540	531	542	25	25	17	8	16	17	56	50	50	10	10	15
African American	13	38	4205	100	100	97	509	508	524	38	37	22	23	18	22	31	39	49	8	5	7
Hispanic	55	248	31177	98	98	97	543	529	524	15	21	22	9	19	23	69	53	48	7	7	7
Asian/Pacific Islander	NC	NC	1940	NC	NC	99	NC	NC	580	NC	NC	5	NC	NC	9	NC	NC	53	NC	NC	33
American Indian/Alaskan Native	NC	15	4689	NC	79	95	NC	518	515	NC	33	28	NC	13	25	NC	47	43	NC	7	4
White	14	32	36450	100	97	97	565	575	563	29	16	7	NA	3	12	57	59	57	14	22	23
Students with Disabilities	13	35	8093	87	73	82	457	475	489	85	71	50	15	17	24	NA	9	23	NA	3	2
Students without Disabilities	77	303	70453	100	100	100	551	536	549	10	17	11	10	17	17	69	56	56	10	10	16
Limited English Proficient Students	20	89	9323	100	99	94	496	485	491	45	57	47	15	18	28	40	25	24	NA	NA	1
Migrant Students	--	--	674	--	--	95	--	--	515	--	--	28	--	--	27	--	--	40	--	--	5
Economically Disadvantaged	89	328	34694	97	96	96	541	532	524	21	23	23	10	16	23	60	52	48	9	9	7
Non-Economically Disadvantaged	NC	10	43852	NC	NA	99	NC	NA	559	NC	NA	10	NC	NA	13	NC	NA	56	NC	NA	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	341	79045	97	99	98	493	496	512	19	15	10	27	33	25	54	50	58	NA	3	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	166	38860	98	100	98	500	498	519	10	11	7	26	33	22	64	52	62	NA	3	8
Male	47	175	40075	96	99	97	487	493	505	28	18	12	28	32	28	45	48	54	NA	2	6
African American	13	38	4250	100	100	98	474	480	500	38	26	12	15	32	31	46	39	54	NA	3	3
Hispanic	55	249	31314	98	99	98	492	493	493	15	13	16	33	35	34	53	50	48	NA	2	2
Asian/Pacific Islander	NC	NC	1949	NC	NC	99	NC	NC	536	NC	NC	4	NC	NC	15	NC	NC	66	NC	NC	15
American Indian/Alaskan Native	NC	16	4719	NC	84	96	NC	484	489	NC	19	15	NC	38	39	NC	44	45	NC	NA	2
White	13	33	36730	93	100	98	524	538	532	23	12	4	8	6	16	69	73	68	NA	9	12
Students with Disabilities	12	39	8552	80	81	87	437	451	463	67	49	35	25	36	40	8	15	23	NA	NA	1
Students without Disabilities	77	302	70493	100	100	100	500	500	517	12	10	7	27	32	24	61	55	62	NA	3	8
Limited English Proficient Students	20	90	9355	100	100	95	448	455	456	40	36	37	50	51	48	10	13	15	NA	NA	0
Migrant Students	--	--	682	--	--	96	--	--	480	--	--	23	--	--	37	--	--	39	--	--	1
Economically Disadvantaged	88	331	34922	96	97	96	493	496	493	19	15	15	27	32	34	53	51	48	NA	3	3
Non-Economically Disadvantaged	NC	10	44123	NC	NA	99	NC	NA	527	NC	NA	6	NC	NA	18	NC	NA	66	NC	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	343	79657	98	100	99	565	567	566	7	5	3	10	6	8	83	88	87	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	166	39120	98	100	99	580	576	580	5	5	2	7	4	4	88	90	92	NA	1	2
Male	48	176	40423	98	99	98	553	560	553	8	5	5	13	9	12	79	87	83	NA	NA	1
African American	14	39	4290	100	100	99	525	535	560	21	15	4	7	8	9	71	77	86	NA	NA	1
Hispanic	55	250	31642	98	99	99	572	569	552	NA	3	5	11	6	11	89	90	84	NA	0	0
Asian/Pacific Islander	NC	NC	1948	NC	NC	99	NC	NC	589	NC	NC	1	NC	NC	3	NC	NC	91	NC	NC	4
American Indian/Alaskan Native	NC	16	4760	NC	84	97	NC	569	547	NC	6	5	NC	13	14	NC	81	81	NC	NA	0
White	13	33	36929	93	100	99	584	587	579	15	6	2	8	6	5	77	85	91	NA	3	2
Students with Disabilities	12	41	9069	80	85	92	491	524	508	33	17	11	50	29	30	17	54	58	NA	NA	1
Students without Disabilities	78	302	70588	100	100	100	574	572	573	3	3	2	4	3	5	94	93	91	NA	1	1
Limited English Proficient Students	20	90	9521	100	100	96	513	517	507	10	12	13	30	16	24	60	72	63	NA	NA	0
Migrant Students	--	--	694	--	--	98	--	--	546	--	--	5	--	--	12	--	--	82	--	--	1
Economically Disadvantaged	89	332	35341	97	97	97	565	568	551	7	5	5	10	6	12	83	89	83	NA	1	0
Non-Economically Disadvantaged	NC	11	44316	NC	NA	100	NC	527	578	NC	18	2	NC	9	5	NC	73	90	NC	NA	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	297	78400	100	98	97	543	540	554	26	30	21	20	19	19	44	43	47	10	8	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	149	38686	96	97	98	540	543	554	27	28	20	20	18	20	47	46	49	7	8	12
Male	41	147	39636	100	99	96	548	538	554	24	32	23	20	19	18	41	40	46	15	9	13
African American	16	35	4193	100	100	97	514	515	533	44	43	32	19	20	23	31	34	40	6	3	5
Hispanic	49	210	30732	100	98	97	548	543	534	22	29	31	20	19	24	47	44	40	10	8	5
Asian/Pacific Islander	NC	NC	1827	NC	NC	99	NC	NC	594	NC	NC	8	NC	NC	12	NC	NC	49	NC	NC	31
American Indian/Alaskan Native	NC	16	4536	NC	100	95	NC	537	528	NC	38	35	NC	19	25	NC	38	37	NC	6	4
White	11	29	37038	100	94	97	551	550	575	18	24	11	18	10	14	55	52	56	9	14	19
Students with Disabilities	11	28	7840	100	80	81	492	491	498	55	61	60	36	25	18	9	14	20	NA	NA	2
Students without Disabilities	76	269	70560	100	100	99	549	545	560	22	27	17	17	18	19	49	46	50	12	9	14
Limited English Proficient Students	NC	70	8956	NC	91	95	NC	486	502	NC	74	56	NC	17	25	NC	9	18	NC	NA	1
Migrant Students	--	--	676	--	--	95	--	--	523	--	--	38	--	--	25	--	--	36	--	--	1
Economically Disadvantaged	82	290	33014	98	96	95	547	542	534	23	29	31	20	19	24	46	44	40	11	9	5
Non-Economically Disadvantaged	NC	NC	45386	NC	NC	99	NC	NC	569	NC	NC	15	NC	NC	15	NC	NC	52	NC	NC	18

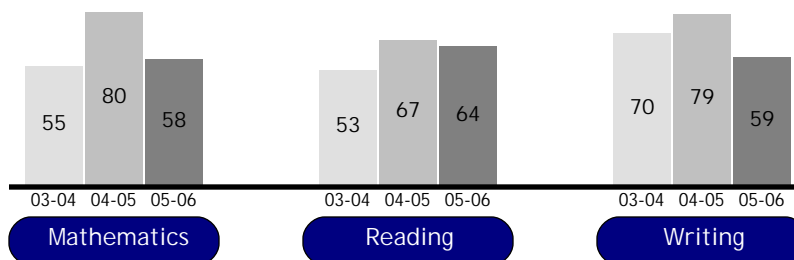
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	304	79179	100	100	98	504	500	519	13	18	11	32	33	27	55	47	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	151	38974	96	99	99	504	505	524	9	17	8	40	32	25	51	48	61	NA	3	5
Male	41	152	40124	100	100	97	505	495	513	15	20	13	24	34	28	61	46	54	NA	1	4
African American	16	35	4243	100	100	98	498	491	506	6	23	14	44	31	32	50	46	51	NA	NA	3
Hispanic	49	215	30987	100	100	98	501	499	498	16	19	17	35	33	36	49	46	45	NA	2	1
Asian/Pacific Islander	NC	NC	1832	NC	NC	99	NC	NC	543	NC	NC	4	NC	NC	17	NC	NC	69	NC	NC	10
American Indian/Alaskan Native	NC	16	4573	NC	100	96	NC	492	494	NC	13	16	NC	38	41	NC	50	42	NC	NA	1
White	11	31	37467	100	100	98	520	512	539	9	16	5	9	23	17	82	55	70	NA	6	8
Students with Disabilities	11	34	8567	100	97	88	468	456	467	27	38	39	45	53	38	27	9	22	NA	NA	1
Students without Disabilities	76	270	70612	100	100	99	508	505	524	11	16	7	30	30	25	59	52	62	NA	2	5
Limited English Proficient Students	NC	76	9013	NC	99	95	NC	449	461	NC	58	40	NC	34	48	NC	8	12	NC	NA	0
Migrant Students	--	--	680	--	--	96	--	--	487	--	--	20	--	--	43	--	--	36	--	--	1
Economically Disadvantaged	82	297	33345	98	98	96	507	501	499	10	17	17	32	33	36	59	48	46	NA	2	1
Non-Economically Disadvantaged	NC	NC	45834	NC	NC	99	NC	NC	533	NC	NC	7	NC	NC	19	NC	NC	67	NC	NC	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	306	79734	100	100	99	540	540	554	7	8	3	23	19	19	70	72	78	NA	NA	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	46	153	39243	98	100	99	551	557	568	4	5	2	20	14	12	76	82	85	NA	NA	1
Male	41	152	40413	100	100	98	533	526	541	7	12	4	27	25	26	66	63	70	NA	NA	0
African American	17	36	4285	100	100	99	520	520	548	12	19	3	18	14	22	71	67	74	NA	NA	0
Hispanic	49	216	31254	100	100	99	540	544	539	6	6	5	27	21	25	67	73	70	NA	NA	0
Asian/Pacific Islander	NC	NC	1837	NC	NC	99	NC	NC	579	NC	NC	1	NC	NC	9	NC	NC	87	NC	NC	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	538	535	NC	7	4	NC	13	29	NC	80	67	NC	NA	0
White	11	32	37668	100	100	99	551	535	569	9	16	1	18	16	13	73	69	85	NA	NA	1
Students with Disabilities	11	36	8943	100	100	92	497	492	495	9	11	11	64	61	51	27	28	38	NA	NA	1
Students without Disabilities	77	270	70791	100	100	100	545	546	561	6	8	2	17	14	15	77	78	83	NA	NA	0
Limited English Proficient Students	NC	76	9138	NC	99	97	NC	464	492	NC	28	13	NC	41	46	NC	32	40	NC	NA	NA
Migrant Students	--	--	687	--	--	97	--	--	528	--	--	6	--	--	28	--	--	65	--	--	NA
Economically Disadvantaged	83	298	33718	99	99	97	544	543	538	5	8	5	23	19	26	72	73	69	NA	NA	0
Non-Economically Disadvantaged	NC	NC	46016	NC	NC	100	NC	NC	567	NC	NC	2	NC	NC	14	NC	NC	84	NC	NC	1

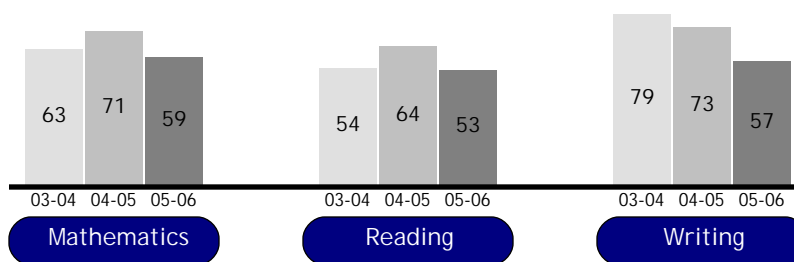
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

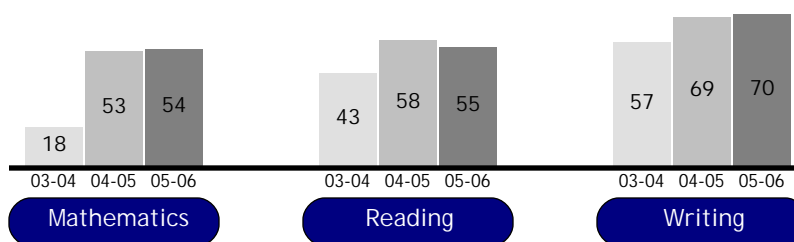
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	96	55	NA	58	97	39	33	47	97	30	27	46
	Language	100	38	32	50	97	44	38	47	97	34	30	48
	Mathematics	100	55	55	64	98	41	39	50	97	34	35	52
3	Reading	100	39	NA	55	95	42	33	44	97	37	28	46
	Language	100	48	51	61	95	43	36	44	97	43	32	46
	Mathematics	100	49	56	61	95	47	44	51	99	43	43	52
4	Reading	99	55	NA	56	99	44	36	48	96	50	43	52
	Language	100	58	47	52	99	44	38	49	98	48	43	52
	Mathematics	100	71	57	61	99	46	44	53	99	63	54	58
5	Reading	100	62	NA	55	97	44	39	50	93	44	39	56
	Language	100	59	45	49	97	42	38	50	96	41	37	54
	Mathematics	100	79	64	63	97	44	41	49	96	41	39	52
6	Reading	100	39	NA	56	95	49	43	51	94	46	43	56
	Language	100	35	40	48	95	42	40	47	96	44	41	50
	Mathematics	100	64	60	66	95	55	48	52	96	56	54	58
7	Reading	92	49	NA	54	95	47	39	50	95	46	43	54
	Language	95	59	47	58	95	51	45	52	95	50	48	58
	Mathematics	95	67	60	62	95	49	43	50	96	58	48	54
8	Reading	99	47	NA	55	96	46	38	51	100	50	44	58
	Language	99	47	43	52	96	42	40	50	100	48	48	56
	Mathematics	99	58	65	61	96	51	46	53	100	59	54	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Orangedale Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 4 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Parent/Educator Relations
- ü School Safety Issues
- ü Curriculum Development
- ü Budget
- ü Instructional Strategies
- ü Student Discipline

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	43.00
Other Professional Staff	3.00	Teacher Aide	13.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	11	0	0	0
4 to 6 years	2	3	0	0
7 to 9 years	2	8	0	0
10 or more years	3	14	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Fine Arts/Media Center
- ü Music/Band Room
- ü Computer Lab
- ü Gym

Extracurricular Activities

- ü Student Council
- ü Chess Club
- ü After School Sports/Cheerleading
- ü Year Book
- ü National Junior Honor Society
- ü Band
- ü Wake-Up Club

Social Services

- ü Breakfast Program
- ü Century Club (day care)
- ü Lunch Program
- ü After School Program-Phoenix Parks & Rec
- ü Counseling Services

ü Increased achievement on standardized test scores.

ü Provide continuous staff development particularly in the areas of reading, math, and writing using the current Arizona Academic Standards and the Six Trait Writing Rubric.

Student Activity Rates for School Year 2005-06

		Arizona		
	% School	% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have a school resource officer on campus. He is involved in instructional programs, attendance and security. Our SRO sponsors a Wake-Up Club which promotes positive student-community involvement. Other programs include CASA and Junior Achievement.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Ralph Schneider	(602) 629-6800
Transportation Policy	Marti Gibson	(602) 629-6481
Community Resources	Ralph Schneider	(602) 629-6800
School Nutrition Programs	Shawn Stevenson	(602) 629-6400
Parent Organization	Marlene Collazo	(602) 629-6800
Student Health/Nurse	Tracy Adams	(602) 629-6811

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.